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ABSTRACT

Designed to assist community college administrators and faculty in enhancing vocational education programs and services, this resource package provides descriptions of successful staff development programs in place in the California Community Colleges (CCC) and discusses key elements and common obstacles to implementing such programs. Following a brief introduction, the report describes three staff development programs in place in the CCC: (1) Promoting Access to Vocational Education, a cooperative program at 12 colleges training facilitators to design outreach and instructional strategies for limited English proficient students; (2) Classroom Assessment Techniques, formative, action-oriented activities used in the classroom to make both instructors and students more aware of the learning process, which are disseminated at workshops held at individual colleges; and (3) X-Rated Teachers, developed at Sacramento City College to unite vocational education instructors with other educators in workshops to improve approaches to teaching basic skills. Next, the report reviews successful elements in implementing skills workshops, including conducting needs assessments, being aware of the resources that are available, including faculty in the planning and delivery of workshops, initiating workshops with mandatory attendance, and using follow-up questionnaires to evaluate workshop effectiveness. The final section describes the most common obstacle to implementing development programs (i.e., faculty resistance to changing their teaching and training styles) and offers recommendations. A list of program contact people is included. (BCY)

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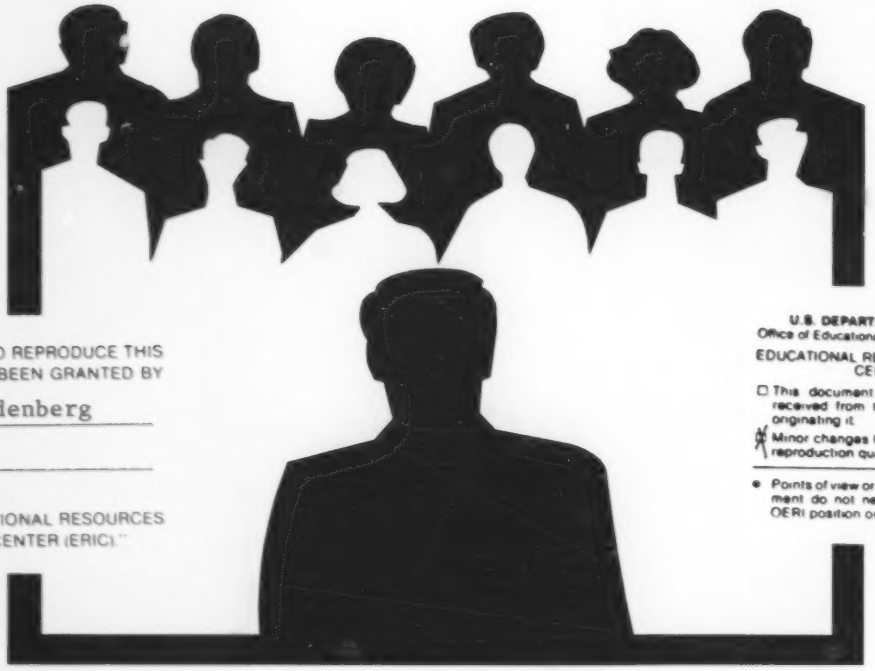

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VOCATIONAL EDUCATION RESOURCE PACKAGE

Staff Skills Development

Prepared for the
Chancellor's Office of the
California Community Colleges

Prepared by the
Evaluation and Training Institute
12300 Wilshire Boulevard, Suite 420
Los Angeles, California 90025

1993

VOCATIONAL EDUCATION RESOURCE PACKAGES (VERPs)

Vocational Education Resource Packages (VERPs) are made available to the California Community Colleges through a special project grant. VERPs are designed to assist community college administrators and faculty in enhancing vocational education programs and services, especially those serving special population students.

Each VERP contains information about successful program strategies and ideas currently in use in vocational education programs at the California Community Colleges. VERPs enable the dissemination of various program approaches to interested colleges, and provide resource materials to improve or develop programs which respond to local needs.

The VERPs are organized along thematic lines based on the needs of California Community Colleges. This VERP provides information on staff skills development.

VERP Titles	
Industry-Education Partnerships	Partnerships with the Public Sector
School-to-Work Transitions	Multi-media Instruction
Trends in Gender Equity	Promising Practices
Career Development	Staff Development
Rural Programs	Grant Writing

TECHNICAL ASSISTANCE

The special project grant that enabled the development and dissemination of the VERPs also provided for technical assistance. **Technical assistance services and workshops are available free of charge through June 1993.** The workshops and technical assistance will be provided by community college faculty and other resource people with relevant experience and know-how to share. Should your college wish to have an on-site workshop, or should you desire additional information, please contact:

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BACKGROUND

Based a recent survey of Deans of Vocational/Occupational Education, it appears that quality staff development programs are a priority need at the California Community Colleges. Staff development programs improve the capacity of faculty and staff to serve special population students through new teaching techniques, improved awareness of cultural diversity, and an increased understanding of the needs of disadvantaged or disabled students. The colleges also expressed a need to develop staff skills training that focuses on the instructors' role outside of the classroom in conducting needs assessments, marketing programs, and working with public programs such as the Job Training Partnership Act (JTPA). The programs presented in this vocational education resource package are intended to illustrate current successful staff development practices throughout the community college system.

CASE STUDIES

Project PAVE

PAVE is a consortium of community colleges in southern California concerned with **Promoting Access to Vocational Education** for limited English proficient (LEP) students. The purpose of the project is to address the vocational training needs of the growing LEP population by training facilitators to assist in designing strategies for outreach and instruction on their campuses. As of the fall of 1992 the consortium included twelve colleges: Cerritos, Compton, El Camino, Glendale, Golden West, Los Angeles City, Los Angeles Mission, Los Angeles Southwest, Los Angeles Trade-Tech, Mount San Antonio, Rio Hondo and San Diego.

The initiative for PAVE originated at El Camino College. El Camino personnel wrote the proposal, solicited the participation of other colleges, submitted the proposal to the United States Department of Education and were awarded funding through the U.S. Department of Education Bilingual Vocational Instructor Training Program (a section of the Carl Perkins Vocational and Applied Technology Act). El Camino was recently awarded an additional $205,044 to continue the work of the

consortium through June 1993. Each participating college subcontracts with El Camino and receives a portion of the award to help compensate the facilitators' participation and fund staff development activities related to the project.

The PAVE approach does not to try to force a model on all colleges. Rather, PAVE has the colleges work together to assist each other in designing approaches that are campus-specific. PAVE facilitators are trained in the following areas:

- Needs assessment;
- Communication skills;
- Change agentry;
- Cooperative learning;
- Evaluation techniques;
- Managing work groups; and
- Seeking funding sources.[1]

Upon completion of the training, facilitators develop work groups at their own colleges and conduct in-service training for their faculty. One way for facilitators to demonstrate the value of PAVE techniques to instructors is to conduct a seminar in which the facilitator first presents complicated material in a traditional way, and then presents the same material with updated, adaptive techniques to show the faculty participants the difference in the effectiveness of the presentation. Project PAVE is best illustrated by looking at how it is implemented at individual colleges.

PAVE at Cerritos College

Cerritos was one of the original eight community colleges which joined the PAVE consortium at its inception. The PAVE facilitator at Cerritos

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[1]PAVE Literature, Laura Franklin, PAVE Project Director, El Camino College.

College worked with instructional deans to organize an outreach effort to faculty in order to develop the PAVE campus work group. The resulting work group consisted mainly of instructors from business education, health occupations, technology, and English as a second language (ESL). The group then began an assessment of community and campus needs with regards to serving the LEP students in vocational education.

The work group looked at the veteran faculty in the vocational education division. They found that the vocational education faculty was primarily made up of white males using teaching methods that were no longer appropriate for the new special population students enrolling in the courses. Traditionally, instructors run a "teacher centered" classroom in which they expect the student to bear the burden of performance, measure up to expectations, learn the language, and deal effectively with the material. The PAVE idea is to have faculty become the facilitator in the learn process and run a "student centered" classroom. This approach is designed to minimize the problems limited English or second language students have with the basics of texts, the syllabus and, processing information.

The PAVE facilitator saw the need for change when enrollment at Cerritos College began to drop in the late 1980s and early 1990s. Although students were still in the community, it was a different kind of student who was not being served by the traditional course approaches. In order to reach those special population students the director realized that the college needed to adjust the way it worked. The director took this idea to the administration which was initially resistant and slow to buy into the program. But administrators could not dismiss the need to change teaching methods and approaches, and the need for internal training of such methods in the face of dropping enrollment. Something needed to be done to ensure the survival of the vocational education programs.

To implement PAVE at Cerritos, the facilitator invited vocational education and basic skills teachers to go through a two month training session, followed by a "team-up" period to modify or create courses. The instructors were generally open to the new techniques offered in the workshops, although many were hesitant about changing old habits. Faculty members were also anxious about experimenting with new approaches such as cooperative learning in which students work, study, and test in groups to make learning more participatory.

The PAVE-based training workshops provided the faculty with techniques they could use in the classroom to help students become more successful without compromising the level and integrity of the curriculum. Workshops instructed teachers on how language used in the syllabus, teaching materials, presentation, and tests can be modified to better serve the students. For example, teachers were instructed to avoid using pronouns, rather, they should name the subject for limited English students. Other examples include:

- Using more diagrams and visuals.
- Using an outline form and bullet points instead of a long running narrative. Review the material in class.
- Experimenting with cooperative learning arrangements among the students.
- Using classroom assessment techniques.
- Recognizing the learning style of students to better adapt the material and presentation.
- Allowing students time to study in class, or helping them develop study patterns that carry over outside of class.
- Developing a program in which ESL instructors work more closely with vocational education instructors to integrate the courses to help the students.

Such techniques that adapt to the needs of the special population students allow the students to become more familiar with the language of their particular discipline, feel more comfortable in the learning environment, and find greater success in their courses. Teachers best serve these students when they learn student differences, and become attuned to the climate of the class. With special population students there also may be cultural differences to manage before students accept the instructor as a mentor and friend, therefore it is the instructor's job to reach out to the students.

Cerritos tries to focus its program on developing bridge courses that will facilitate LEP students' access to mainstream vocational education

courses. The modified courses include Registered Dental Assisting, Drafting, Beginning Typing, and Life Management. The courses serve LEPs with a bilingual instructor or teaching assistant and regular classroom visits by bilingual counselors. A total of 1352 LEP students participated in counselors' presentations during 1990-91.[2] In addition, the job placement coordinator implemented three career workshops targeting LEP students.

The PAVE project has been a successful aid for Cerritos students thus far. For example, when the Dental Assistant Program students visited the student doctors at the University of Southern California Dental School, bilingual students were in the highest demand by student doctors. Not only was their language skill helpful, but their technical skills were better developed, and they had more effective techniques and interaction with the patient and doctor. The PAVE adjustments allowed them to adapt to the learning environment, giving them an improved opportunity to absorb the material.

The college's implementation of an ESL drafting program includes the use of computers and data which add a complex dimension to the already demanding course curriculum. The college has been very successful with its ESL drafting program through the adjustments in presentation made by the instructor, and the aid of a bilingual teaching assistant who can reinforce concepts in Spanish.

Although Cerritos instructors were initially hesitant about changing their approaches, they found success in the training provided by the PAVE project. Instructors enjoyed success with LEP students through the implementation of cooperative teaching techniques and through the reorganization of their lectures so that reinforcing lab application immediately followed. The work group ESL instructor also expressed interest in learning about the legal mandates that affect and support the education of LEP populations in order to improve future service.

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[2] PAVE Final Report 1990-1991. Laura Franklin, PAVE Project Director, El Camino College. p.11-12 College Reports Synopsis.

PAVE at Rio Hondo College

Rio Hondo College developed the most formalized staff development effort of all the original PAVE colleges. Nine vocational instructors were recruited to participate in a series of training workshops from January to May 1991. The instructors received twelve hours of FLEX credit plus a $500 stipend (out of college VATEA funds). The following topics were covered:

- Demographics;
- Profile of LEP student;
- Characteristics of adult learners;
- Cross-cultural communication;
- Training Models;
- Assessment methods;
- Interaction of language and culture;
- Adaptation of readings, lectures, and tests; and
- Employment counseling for LEP students.

One result of the workshops was the plan to develop a vocational ESL (VESL) course in the drafting area. Drafting is one of the most popular vocational programs at Rio Hondo and trains students with state-of-the-art computer equipment. A drafting instructor who participated in the PAVE training requested the VESL drafting course and agreed to develop it with an ESL instructor. The Rio Hondo PAVE workshops in the Spring of 1991 demonstrated that there was a great need and corresponding interest on the part of vocational faculty to ensure success of LEP students. Participating vocational instructors submitted final reports documenting how they incorporated workshop techniques and approaches for serving LEPs into their classroom teaching. The

plan of the Rio Hondo PAVE facilitator is to continue the workshop series each semester with a new group of vocational instructors.[3]

PAVE at El Camino College

In addition to implementing Project PAVE from its campus, El Camino College has been awarded a $40,000 Vocational Education Special Project grant from the Chancellor's Office to promote access to vocational education for LEP students in the college's associate degree nursing program. The project will include the following activities:

- Establishment of a working group and advisory committee;
- Needs assessment of campus and community;
- Development and delivery of faculty and staff in-service training;
- Creation of new curricula or revision of existing curricula to meet LEP students' needs;
- Development of new course materials and computer learning modules specific to LEP learners' needs;
- Implementation of a mentoring program;
- Implementation of a peer tutoring program; and
- Evaluation and dissemination of project activities.

CATS - Classroom Assessment Techniques

Classroom Assessment Techniques (CATS) are on-going, formative, action oriented activities used in the classroom that make both instructors and students more aware of learning progress. The developers of CATS created a handbook for faculty which presents 30

[3] PAVE Final Report 1990-1991. p.15-16.

assessment tools that help instructors evaluate the learning process and better identify what is happening in the classroom. The techniques in the handbook are then disseminated through workshops at the individual colleges.

CATS are effective ways to help instructors adapt to student ability, gauge student comprehension, and help students develop responsibility for their own learning. An example of a CATS procedure is to have students write a "one-minute paper" on an index card after a lecture to answer the question "What is unclear to you about the lecture topic?" The responses provide a quick, formative analysis for the instructor and offer feedback on the effectiveness of a lecture. Such activities require little class time and allow for ongoing assessment rather than periodic assessment accomplished by formal exams and papers.[4]

CATS at El Camino College

At El Camino College, 20 faculty members participated in CATS workshops organized by the campus CATS director. The purpose of the workshops was to present the CATS methods, challenge instructors to think about their goals in the classroom, and provide a forum in which faculty could collaborate and share ideas. The El Camino director now conducts a workshop at the beginning of every semester with monthly follow-up meetings to gauge faculty progress in applying CATS in the classroom and to give them the opportunity to share what they have learned. The faculty members are offered FLEX day credit or a $400 stipend for attending the CATS workshops, but they are required to apply the techniques and report on at least five classroom applications of CATS.

The CATS program works well with all learning groups, but it is especially effective with special population students because it keeps the teacher in touch with how his or her instruction is working. More importantly, the instructor can make adjustments if the presentation is not meeting the students' needs. The instructor cannot automatically know the learning patterns and abilities of special population students, but constant evaluation through CATS provides that knowledge.

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[4]"El Camino's FLEX Days Look at Diversity" Paving the Way, The Pave Newsletter. Volume 1, Number 3. Spring 1991.

According to the data from El Camino, the assessment techniques are carried on after the semester of orientation, and the program has been successful in broadening instructors' repertoire of tools for working more effectively with students.

X-Rated Teachers Program

Sacramento City College also developed the "X-Rated Teachers" program (X standing for excellent). In this program vocational education instructors are commingled with other educators in order to teach all of them a better way to approach teaching basic skills in the classroom. The program offers six skills which teachers can implement in the classroom to help students develop better reading skills and studying strategies that enable them to comprehend the material. The basic skills procedure includes:

- **Previewing a textbook chapter**, which teaches students the steps for previewing the assigned reading (e.g. reading titles and subtitle, reading first and last sentences of subsection, and developing anticipatory questions, etc).

- **Study reading**, which teaches the skills for understanding and retaining textbook information, including teaching students what a main a idea of a paragraph is, and giving them the skills to pick out the important information and recognize general concepts.

- **Cognitive mapping**, which translates the textbook material into a graphic format to recreate the authors' concepts in a different format.

- **Paraphrasing**, which allows students to translate a difficult passage in the textbook into their own language and to use this exercise for class discussion.

- **Lecture notetaking and feedback lecture**, which teaches instructors a proven method of notetaking which they can teach their students for use during lectures. This also includes methods way to increase student attention and participation through student feedback.

- **Test preparation**, which teaches instructors a technique for increasing student involvement in reviewing for a test by having some students participate in the creation of test questions.

Results from the workshops were positive. Instructors commented that the techniques motivated them to involve students in the learning process and often stimulated interest in the students regarding how to study. The college published a booklet of instructors' specific use of the skill technique and their reactions to its use in order to share the information with other colleges.

KEY ELEMENTS IN SUCCESSFUL FACULTY SKILLS DEVELOPMENT

Staff Development Coordinators at the community colleges offered insight into successful approaches based on their experience in conducting skills workshops on their campuses. Their suggestions included:

- **Conduct a needs assessment of the faculty and of the community.**
- **Be aware of the funding resources available.**
- **Include faculty in the planning and delivery of the workshops.**
- **Utilize student panels as a way to make faculty aware of student needs.**
- **Start with mandatory attendance to pull faculty into the workshop.**
- **Put the workshop in a functional context. Use situations and scenarios to demonstrate how the techniques would work in a classroom environment.**

- **Evaluate the program in follow-up questionnaires to see if the techniques are applied in class.**

Conducting Needs Assessments

Needs assessments are vital for determining where to focus attention in planning staff and faculty development workshops. Some suggestions for conducting needs assessments include:

- Distribute questionnaires to all segments of the college to request suggestions from faculty and staff on their needs and desires for workshop topics.

- Follow the questionnaires with personal interviews with selected faculty.

- Establish a vocational education task force. **Santa Monica College** established a vocational education task force consisting of one representative from each vocational education area. The representatives meet with faculty in their areas and bring suggestions back to the task force meetings to be recommended to a Professional Development Committee. Similarly, at **Golden West College** the PAVE facilitators are planning to conduct focus groups within each department to have faculty give specific examples of what they need and where their problems are with LEP and ESL students.

- Require that there be an advocate for special population students on the advisory committee for each vocational program in order that their needs are represented.

- Conduct needs assessments within each department during program review when the department is looking at curriculum needs.

Mira Costa College established a Professional Development Program committee as a standing committee of the Academic Senate Council in order to create workshops for professional development. The workshop ideas for 1992-93 came primarily from a campus-wide Flex Survey, and from colleagues on campus who volunteered to facilitate particular

sessions. Workshops created for the Professional Development Plan are conducted during the FLEX Activity week at the beginning of each semester. Topics include:

- Planning for Learning Styles;
- Collaborative Learning Techniques;
- 101 Things to do Besides Lecture;
- Quality Management;
- Orientation to the Learning Resource Center;
- Teaching Across Cultures; and
- The Learning Disabled Student.

Funding Sources

The funding source most frequently mentioned as the key to staff skills development in community college vocational education program is AB1725, the legislation regarding staff development financing. The Community College Faculty and Staff Development Fund was created through this law with the purpose of providing state funds to community colleges for supporting locally developed and implemented faculty and staff development programs.

The law directs funds to be allocated by the Board of Governors of the California Community Colleges to each community college district that meets the following requirements:

- A statement must be submitted that each campus within the district has an advisory committee which has assisted in the assessment of faculty and staff development needs and in the design of the plan to meet those needs.
- A campus human development resources plan must be completed for the current and subsequent fiscal years.

- A report of the actual expenditures for faculty and staff development for the preceding year must be submitted.

The funds are authorized for use in:

- Improvement of teaching;
- Maintenance of current academic and technical knowledge and skills;
- In-service training for vocational education and employment preparation programs;
- Retraining to meet changing institutional needs;
- Intersegmental exchange programs;
- Development of innovations in instructional and administrative techniques and program effectiveness;
- Computer and technological proficiency programs;
- Courses and training implementing affirmative action and upward mobility programs; and
- Other activities determined to be related to educational and professional development pursuant to criteria established by the Board of Governors, including, but not necessarily limited to, programs designed to develop self-esteem.

Other avenues for funding in-service programs include charging participants a nominal fee, obtaining a grant or donation from local business, or using money in the program fund. The San Diego Community College District has in place an administrative position that acts as a resource for all of the colleges in the district concerning information on obtaining funds and implementing programs. It is this persons job to show colleges how to tap into financial resources and assist colleges in developing proposals.

Including Faculty in Planning the Workshop

Including the target faculty in the planning of staff development workshops is integral to the success of the in-service programs. Staff Development coordinators suggest involving faculty from the inception through a task force and representation, as mentioned previously, to allow them to identify their needs. An enthusiastic faculty who do a great deal of the planning are more likely to buy into skill development workshops and make them work. Coordinators also suggest utilizing experts within ones own college to conduct workshop presentations. Often the initial participation of faculty can result in more faculty involvement when the workshops are finally presented.

At **Cabrillo College** a volunteer panel of faculty distributed a survey listing possible faculty workshops and then selected the most requested workshops. Some of the topics included:

- No contest collaborative learning strategies.
- Multi-culturalism in the classroom.
- How to handle difficult students.
- Teaching tips and innovations.

After the workshops the participants broke into groups to focus on the particular interests and issues affecting specific areas of instruction. Some faculty continue to meet informally to discuss their experiences and successes.

Utilizing Student Panels

Bringing faculty in direct contact with students in an open forum discussion of student needs and faculty ability in addressing those needs has proven effective in heightening faculty awareness and validating the need for better teaching skills in the classroom. During FLEX Week at **Cabrillo College**, Disabled Student Services put together a panel of students of color and disability to let the teachers hear directly from the students about problems they encounter in the classroom. In addition, a panel of learning disabled students addressed the Language and

Communication Division to express what it is like to be learning disabled. Student panels give added validity to the problems. Teachers pay more attention to such participatory arrangements which combine lectures with student interaction.

Putting Workshops in a Functional Context

Demonstrating how new techniques work rather than merely explaining what those techniques are provides a stronger foundation for implementation. Staff Development Coordinators suggest conducting the in-service program as if it were actually taking place in the classroom by using class scenarios to show how the approaches work in real life situations. Instructors then have more of a model to apply in their own classroom presentations. Observing techniques in practice and participating in the demonstration are more effective learning tools than traditional lectures.

Evaluating the Program

Evaluating a staff development program is important for estimating the effectiveness of the program and its impact on special population students in vocational education. Suggested ways for measuring the effectiveness of staff development workshops include:

- Faculty questionnaires related to the objectives of the workshop to see what is being applied in class, and to check participant reaction on how the techniques work.
- Surveying the students regarding changes in the classroom.
- A "wrap-up" session with those conducting the workshops to discuss the sessions and the effectiveness of the presentations.
- Looking at student retention. Examine student enrollment to see if students are successful in completing the courses which have been affected by new teaching techniques explored in the workshops.

Measuring the effectiveness and implementation of workshop techniques also allows for adjustments to be made in subsequent presentations of

the workshop topic if the focus is initially off-base. At **Sacramento City College**, a workshop concerning ESL student issues was developed in response to faculty feedback regarding difficulties they were experiencing in teaching immigrant students. Upon reviewing the workshops after implementing techniques in class, participating faculty discovered that the main issue with ESL students was not language difficulty as emphasized in the workshops, but culture conflict. Therefore in the second year of the workshop presentation, adjustments were made to address culture conflict as the main barrier to instruction. The evaluation of workshop effectiveness allowed for the realignment of the focus to produce better training.

OBSTACLES TO STAFF SKILLS DEVELOPMENT

The greatest obstacle in developing in-service programs for staff and faculty development is that many faculty members are resistant to changing their teaching and training styles. Resistance to the programs may also be due to faculty reluctance to take time away from their classes or scheduled activities. The most resistance often comes from the faculty members who have been teaching the longest and have acquired methods and traditions which they feel will continue to work for them. However, faculty may be working from out-of-date knowledge, skills and machinery, especially in those areas where technology is changing rapidly.

Staff Development Coordinators attempt to break down such resistance by developing a clear overview of why new approaches are needed. They also back up their theories with factual data to show how teacher adaptation can influence a student's perception of an idea.

In an attempt to open the minds of faculty members unwilling to accept the suggestions of change in workshops, **Sacramento City College** is implementing a Peer Review Program. Faculty peers will make class observations, look at instructional materials and have the students fill out a survey on the class. The peer will review the data, including a checklist created by the program administrator, and make a recommendation of

either "satisfactory" or "unsatisfactory". The peer may also make suggestions to his/her colleague. The hope is that the peer review will improve instruction and create a vehicle in which suggestions for improvements can be made from peer to peer. The program developers hope that instructors will be more willing to accept suggestions from their colleagues.

RESOURCES

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